

The Effect of Using Some Teaching Methods on Learning the Skill of the Snatch Students

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Abstract

Included five chapters, as the first chapter contained the definition of research that includes learning the skill of The Snatch using modern teaching methods. The research problem has been identified, which consists in not using these methods in teaching the skills of The Snatch and Clean and Jerk and various within the educational curriculum scheduled and followed for students of the first stage In the College of Physical Education and Sports Science and the goal of the research to:- Knowing the effect of the researched methods (inclusion, self-revision, and commanding) on learning the skill of The Snatch for students with weight lifting. Exposing the best methods (inclusion, self-revision) has an impact on learning the skill of The Snatch students. As for the second chapter, it contained theoretical studies that have a relationship with the teaching methods that were used in the research, while the third chapter included the research methodology and its field procedures if the researchers used the experimental approach to its suitability the nature of the problem and the first experimental group used the method of self-review (self-examination) as for the experimental group The second is the method of inclusion (containment).

Keywords: *Methods, Learning, Skill, Snatch students*

Introduction

The educational process relies on three Fundamentals (the teacher, the student, the curriculum). In light of these basic Fundamentals ¹, appropriate teaching methods are used that are the basis of the educational process, and through which researchers and those who are interested in the educational process in particular and the teaching methods in the field of education invest in the field of education in the field of education in the field of education ². The adoption of traditional teaching methods, of which the problem is the command and recurring method does not in any way mean a failure in the educational process in general and the motor learning process in particular ³, as the adoption of these methods has reached a good level in skill learning and development. This is a method Based on the centralization of the teacher in making decisions related to the lesson on the one hand and in evaluating the student's performance with the motor duty related to the skill required on the other hand ⁴, Mosten has been able to provide a number of teaching methods based on achieving educational goals through

developing the capabilities and intentional of students from all sides, after the learning process focused on the centralization of the teacher and the lack of space for the student to express his opinion and his participation in some of the decisions regarding the taking of some of the decisions ⁵. The modern teaching methods included a number of concepts according to which the student is given an opportunity to make part of the decisions related to self-evaluation by the student himself and give him the perception confidence of how the correct performance of the motion duty ⁶. Emphasis on dealing with the eleventh modern methods, as defined by Musten, and the methods chosen are the method of assurance (containment) and the method of self-review (self-examination). Here, the importance of research as the field of research and the process of research in the field of research and the process of research Kinetic and teaching methods, on the other hand.

Methodology

The methodology used in research is determined on the basis of the nature of the problem, so the

experimental approach has been used for its suitability to the nature of the problem, as it is the only research approach that enables it to be the most reliable approach to solving many scientific problems effectively, as well as its contribution to the progress of scientific research in human sciences. Social studies, among them the sports sciences.

Research Sample:

The research community was chosen from the first stage students in the College of Physical Education and Sports Science - University of Kufa for the academic year (2018-2019) and from three divisions in the deliberate manner which is (B, C, and D) and by (76) students only the students 'people and the research sample was (54) A student has been excluded from them students who have been allowed to study (teachers) and those who have failed and are not always in compliance. His research sample accounted for (71.05%) of the original community for the purpose of starting the research work and after that they were harmonized using the coefficient of torsion, and Table (1) shows the results of this homogeneity, The sample was divided into three groups, two experimental and other controlling and by lottery way, whereby Division B became the first experimental group and division (C) the second experimental group and Division (D) the discipline group, knowing that the individuals of the sample are beginners to practice the skill of The Snatch lifting .

Table (1). Sample homogeneity by torsion coefficient in length, weight and age variables illustrates statistical treatment.

torsion coefficient	standard deviation	Arithmetic mean	variables
0.02	6.62	173.62	length
0.23	7.38	65.64	weight
0.68	1.56	20.85	age

Means, tools and devices used in the research:

Research means:

- 1- References and scientific sources
- 2- Observation and experimentation, personal interviews
- 3- Data collection and dump forms
- 4- The assistant team of teachers of weightlifting subjects

Tools and devices used in the research:

- 1- Chinese-made gravity columns with a weight of (15) kg and (20) kg (30).
- 2- Iron tablets with different weights.
- 3- An educational stick of wood, count (40).
- 4- Drum lifting drum training number (1).
- 5- A medical scale for measuring Chinese weight and height (1).
- 6- A Chinese-made (Lenovo) laptop calculator (1).
- 7- A Chinese-made manual stopwatch, number (1).
- 8- Office tools (paper, ballpoint pens, electronic calculator, blackboard).
- 9- (DVD) number (10).
- 10- Canon video camera (2).

Procedures for Field Research:

After giving two introductory lectures on the skill of snatching, the research sample was identified and the necessary tests were prepared, the names of the sample individuals were written in special forms for this purpose to conduct the required measurements in the research, and the educational curriculum was used and organized using the teaching methods of the two experimental groups. From skill of the snatch tribal tests of the three groups by the subject teachers and under the supervision of researchers with making experimental attempts by the individuals of the sample to ensure understanding and perception by them to the tests and the method of performance.

Pre-test:

The pre-test of the snatch skill for the students was conducted on 20/11/2018, and he gave each student in the research sample 3 attempts to measure the technical performance skill of the snatching lifting. Article teachers and under the supervision of researchers, it was mentioned previously in one day, according to the lecture specified in weightlifting and for all research groups.

Numbers of implementation of the educational curriculum:

The research groups distributed each according to the time of their lecture after conducting the tribal tests, and after defining the vocabulary for the educational content (learning outcomes), in the light of which the teaching methods used in the research were determined. snatching skill, timing of the lesson, and tools used, with the rate of one educational unit per week where the time of the educational unit was (90) minutes as the number of educational units reached (8) educational units while all educational units were implemented in (8) weeks, and the curriculum falls within the first semester For students of the first stage of the academic year (2018-2019), the curriculum is to develop the technical performance of snatching and the learning is under the guidance and supervision of the teacher and the direct application of modern teaching methods.

Dimensional tests:

The researchers conducted dimensional tests for snatching skill on 15/1/2019 after completing the educational units specified for the skill, where the tools and special requirements in the test were previously prepared and with the help of the weightlifting teachers to evaluate and judge the testing and performance in the tests and in the same conditions in which the tribal tests were performed.

Statistical means:

The researchers used the statistical methods in the statistical bag (spss), including:

- Arithmetic mean .
- standard deviation .

Coefficient of torsion.

Simple Correlation Coefficient (Pearson).

- (t) test for independent samples of equal number.
- (t) test for correlated samples.
- test (F)

Results

This section included the presentation of the results for the pre-test and the post-tests for both the experimental groups and the control group. These results were analyzed and discussed for the purpose of reaching the research objectives and verifying the validity of the assumptions. The test (T.test) of interconnected and independent samples was used to find out the significance of the differences in the arithmetic mean and the standard deviation between research groups, and to verify the effect of teaching methods used in the skill of the snatching lifting students at the level of their learning with the research sample, In the course of the statistical results obtained, the results showed that there were significant differences for the study variables in the subject matter of the study in the arithmetic circles between the pre-test and the post-tests. As for the experimental and control groups, the group of the self-examination method where the mean for it was (1,61) and the standard deviation for it was (0.78), and the value of (t.test) was (24,26) while the group of the method of inclusion was whose mean was (1.83) The standard deviation for it is (0.71), and the value of (t.test) is (32.21). The control group has a mean of (1.56), the standard deviation is (0.70), and the value of (t.test) for it is (9.11). It is clear that all The calculated values were greater than the tabular (T) value of (2.11) and with a free degree (17) and with a tolerance of error (0.05) indicating that there were significant differences between the pre tests and post tests and in favor of the post test and Table No. 2 shows that.

Table (2). Explains the arithmetic mean, standard deviations, and the value of (t.test) to test the skill of the snatching lifting and for the three groups.

The level of significance	The value of the tabular t	Computed t value	post tests		pre tests		the groups
			Y	X	Y	X	
moral	2.11	24.26	0.59	6.33	0.78	1.61	A group of self examination method
moral		32.21	0.47	8.11	0.71	1.83	Inclusion Group
moral		9.11	0.46	5.44	0.70	1.56	The control group

Presentation of the test results (F) for the skill of receiving and analyzing transmission:

The researchers used the (F) test to analyze the variance between and within the three groups and for the dimensional tests of students the snatching skill and Table (3) shows the results of the (F) test for the analysis of variance, Between the three groups and to the dimensional tests of the skill of kidnapping for students, the results showed that there were significant differences with statistical significance between the teaching methods (the self-examination method, the insurance method, the control group), because the value of (F) calculated in the skill of snatching skill has reached (36.62) which is greater than the tabular value (F), which is equal to (3.18). This indicates that there are significant differences in learning the skill of the snatching between the three research groups.

Table (3). Analysis of variance demonstrates the dimensional tests for the skill of the snatching

The level of significance	Degree F tabular	Calculated degree F	The degree of variation	Degree of Freedom	Groups of Squares	the groups	tests
moral	3.18	36.62	33.19	2	66.37	Between groups	Skill of the snatch
			0.91	51	46.22	Within groups	

Presenting the results of the least significant difference test (L. S. D) to the skill of the snatching and analyzing it :

its purpose is to identify the least significant difference between the three arithmetic circles between teaching methods in the extent of their influence in learning in the skill of kidnapping height skill, Where researchers used the LSD test, and thus it is clear from Table (4) that the highest significant difference

was (2.67), which is determined between the second group, the inclusion method and the third group, the command method, as well as between the first group, the self-examination method, and the second group, the guarantee method was (1.78), Between the first and third groups (0.89), The moral difference was in favor of the second group, the method of inclusion, and this indicates that teaching in this method is the best method in teaching the skill of the snatching students.

Table (4). Shows the results of the L.S.D test to find the least significant difference for the snatching skill test

The level of significance	(L.S.D)	Results of differences	The difference between the average	Totals compare
Moral in favor of the second group	0.63	1.78	6.33- 8.11	Group 1- Group 2
		0.89	6.33-5.44	Group 1 – Group 3
		2.67	8.11-5.44	Group 2 – Group 3

Discussion

Through the results presented in tables (2,3), it appeared that there is a clear development for all three groups of research (experimental and control) through testing (T), but in a different way in the effect, and researchers attribute this to the effect of the program used and the capabilities and tools available and equal between The three groups, but there is a clear major difference in the teaching method variables used in applying the skill of snatching , the results showed that education using the method of inclusion (containment) occupied a high percentage of the effect and the reason for that is due to the importance in using the teaching methods and diversifying them to reach the condition of delivery Close to the reality of the game, as well as the frequent attempts that constitute a clear development in learning, The apparent superiority in learning with the method of inclusion and according to what the previous ⁸ results showed through the above-mentioned tables, is due to the student who has chosen the appropriate level or who is suitable in applying the required skill without there being any role for the teacher in directing to determine the level he wants, and this is what It came in the aims of this method, which emphasized the opportunity to be given to the student to perform the activity or activity in a manner commensurate with his ability, and this method aims to achieve harmony among students ⁹, as this method provides the opportunity to return to the previous level in relation to the student in the event that he is unable to achieve the optimal performance of the skill To do this successfully or perform the skill correctly and with a better level of performance.

What was mentioned is consistent with the expectations of the researchers in their first hypothesis, which states that there are significant differences in the influence in learning among all research groups ¹⁰ that worked with the three methods (inclusion, self-examination, command) in learning the skill of the snatching used in this research, and that The results of the research were in agreement with the second hypothesis of the researchers, in which they stated that the method of inclusion included a moral effect in learning the skill of the research topic more than the other teaching methods that were used in this research.

Conclusions

There is a difference in the level of learning of the skill of the snatching of students in the teaching methods developed. The teaching methods (the subject of the research) have a clear effect in the process of learning the skill of the snatching , as this was evidenced by the results of the pre and post tests which were in favor of the post tests and for the three groups. The superiority of the teaching method (inclusion) in influencing learning the skill of the snatching that is established by providing the opportunity for the learner to choose the level that suits him in implementation. The existence of an evolution in the group that studied in the command way, except that it was the least group in learning.

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Conflict of Interest: None to declare.

Ethical Clearance: All experimental protocols were approved under the University of Kufa, Iraq and

all experiments were carried out in accordance with approved guidelines.

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